DOCUMENT RESUME

ED 194 785 CE 027 144

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TITLE Lifelong Learning for Adults through Libraries.
INSTITUTION Adult Education Association of U.S.A., Washington, D.C.
PUB DATE Nov 80
NOTE 37p.: Some pages will not reproduce well due to light and broken print.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education: *Adult Education: Adult Learning: Adult Literacy: *Adult Programs: Community Education: Disabilities: Free Schools: Guidance Programs: Illiteracy: Information Centers: Information Services: *Libraries: Library Extension: Library Materials: *Library Role: *Library Services: *Lifelong Learning: Nonformal Education: Out of School Youth: Outreach Programs: Referral

ABSTRACT

This report contains six presentations by members of the Task Force on Libraries and Lifelong Learning. "Library Programming for Groups with Special Needs" describes the library as a local alternative education agency, complementing school systems, and ways libraries serve adults with special needs through outreach and special programming efforts. "Adult Literacy and Adult Basic Education Through Libraries" focuses on services for the illiterate adult and out of school youth. "Learner's Advisory Services in Libraries" sketches an effort to draw the self-motivated adult learner to the public library and to prepare library decision-maker and staff to meet the new level of needs this would bring. "Free Universities, Learning Referral Centers and Libraries" explores these educational institutions for the independent non-traditional learner and describes several communities where they work closely with the public libraries gaining mutual benefit. Examples show different patterns of cooperation possible. "Community Education and Libraries" seeks to describe the elusive concept of community education and the roles libraries have played in community education programming. "Public Libraries as Centers for Information about Learning and Careers" describes libraries as educational brokers and information centers for educational information. (YLB)

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LIFELONG LEARNING FOR ADULTS THROUGH LIBRARIES

Introduction

The intent of the AEA/USA Task Force on Libraries and Lifelong Learning is to review ways libraries meet needs of adult learners. The library is a major resource through its support of other educational institutions, its own programming and its interest and ability to meet needs of independent learners. We hope this report can assist and stimulate future efforts by adult educators and librarians to form new alliances as individuals, organizations and associations interested in the library as a major educational channel. The report can be used as a means to brief leadership, to reach out to new resources and to reach out to new resources and to perceive libraries as a vital part of the total lifelong learning picture.

Lifelong learning as a valid role for libraries has been accepted and evident since the 1850's. Serving the self-directed independent learner has long been an accepted function as standard library practice. Efforts at more systematic programming for adult learners, however, is not as widespread a practice nor as accepted a function.

Since the late 1960's library literature re-emphasizes the library's responsibility to adult learners. Several of the programs described in this report reveal this resurgence of interest. In adult education, Houle, Tough, Gross and the Commission for Non-Traditional Study have each acknowledged the important role of libraries for learners whether their learning is done deliberately or acquired incidently.

In spite of these encouraging signs, however, most links between adult educators and librarians rest informally with convinced individuals. Few concerted efforts connect these two groups. Additional strategies are important to assure intentionally that both adult education and libraries achieve mutual benefits from working together in local communities or at national levels. Each field will then be better prepared to recognize the other as both strive to meet the changes--political, economic, social and technological--that will occur in the 80's.

From literature and practice, two approaches to lifelong learning through libraries can be seen. One approach, like that described in "The Public Library and Adult Basic Education" (Drexel Library Quarterly, 14:4, October, 1978) reveals the perspective of the library addressing needs of learners through programming efforts, special materials and new service patterns. The second approach is from the standpoint of the learner as an idependent, self-motivated, self-directed being devising his/her own goals and curricula. Here, two librarian authors, Jacqueline Thresher and Kathleen Weibel, offer a Workshop Guide to A Handbook for The Lifelong Learner. This aid to librarians to assist them in serving that individual independent learner Their work is based on The Lifelong Learner by Ron Gross who terms the library as the headquarters for lifelong learners and enthusiastically urges librarians to make libraries the "hub of the invisible university."

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This report emphasizes the first of these patterns, that of deliberate programming to meet the needs of intentional learners who use the materials and/or the services of the library. Evenso, each area covered in the report is applicable to the needs of the individual learner met through the skills of the individual librarian. This latter is the more easily accepted and practiced of the two approaches. Indeed, it is the very heart of the library service we most value.

This study is not intended to be exhaustive or definitive as it describes library efforts to meet needs of intentional rather than random learners. Members of the Task Force on Libraries and Lifelong Learning have contributed materials and articles in their own individual styles. We have had no opportunity to meet and discuss the report as a whole or to develop further our initial observations and recommendations. The Task Force is composed of individuals conversant with the worlds of adult education and librarianship. Each links both of these in career choices. Their contributions offer guidance for those who wish to learn about and plan lifelong learning efforts through libraries.

Jean Coleman, in her "Library Programming for Groups with Special Needs" describes the library as a local alternative education agency, complementing school systems. She describes ways libraries serve adults with special needs through outreach and special programming efforts.

In "Adult Literacy and Adult Basic Education Through Libraries," Helen Lyman focuses on services for the illiterate adult and out of school youth. She describes current projects and research, future needs and the issues this topic raises.

"Learner's Advisory Services in Libraries" by Barbara Conroy sketches a major and far reaching effort to draw the self-motivated adult learner to the public library and to prepare library decision-makers and staff to meet the new level of needs this would bring.

"Free Universities, Learning Referral Centers and Libraries" explores this "new breed" of educational institutions for the independent non-traditional learner. Author Barbara Conroy describes several communities where the free universities work closely with the public libraries gaining mutual benefit. Examples show the different patterns of cooperation possible.

Joan C. Durrance and Mary E. Udoji, in their "Community Education and Libraries" seek to describe the elusive concept of community education and the roles libraries have played in community education programming.

Jim Lyons describes libraries as educational brokers and information centers for educational information, certainly a vital and important function as increased numbers join the ranks of learners.

The Task Force concludes their report with observations and recommendations. The observations relate to the degree of awareness of adult education in the library field and the library awareness of adult educators and the adult educator function of library personnel. Recommendations, in general, address how to increase library involvement in lifelong learning and how to improve the effectiveness of the library's role in lifelong learning.

Submitted by Barbara Conroy, Chair
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November 3, 1980

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LIBRARY PROGRAMMING FOR GROUPS WITH SPECIAL NEEDS

Libraries exist to provide access to information: records of the past, the creative thinking of others, and information needed for survival. Any person who cannot read competently has no such access. Literacy and life-long learning require three basic components: skills, maintenance and access. The skills or ability to read, write, listen and compute must be maintained through practice and everyday application, made possible by access to printed materials for informational, recreational and educational use.

Many people, librarians and others, wonder if libraries should have any role in educational efforts. However, academic, school and public libraries have always had a role in education. According to some library history scholars, public library systems developed to serve as a publically supported tax-based continuum of the education system. Involvement and concern with the education of the adult was often expressed in library activities and library literature. The first volume of *Adult Education and the Library*, published in 1924 by the ALA Board on the Library and Adult Education, carried the following statement:

> *"What is Adult Education? It may mean the teaching of reading to illiterates. To some, it means the Americanization of the foreign-born; to others, it signifies vocational training. But Adult Education goes far beyond all these. It is based on a recognition of the fact that education is a life-long process, and that the university graduate, as well as the man of little schooling, is in need of further training, inspiration, and mental growth; that the*

training secured in school and college is necessarily limited to fundamentals, and that the real development of the individual lies in the independent effort of later years."

The public library has had a glorious past in meeting the needs of those who were highly motivated to become literate and to maintain these skills. Several traditional, educational functions have been practiced by public librarians. Library education functions have included the maintenance of reading skills by providing access to broad-based book collections; the stimulation of the use of print materials in libraries by conducting programs such as book talks, book clubs, exhibits, film programs, etc.; and the guidance of readers to selection of materials for individual use and the provision of information about community educational resources. Librarians are now assuming another educational role--active assistance in skill development through public library-sponsored literacy programs.

In assuming this expanded educational activity, public libraries are not trying to compete with local school systems. The library views itself as an alternative local education agency whose responsibilities and activities complement and support the education system in its work. Library-based skill development services for the functionally illiterate can be provided through collaboration with other educational, volunteer and social agencies whose programs are targeted to reach the adult learner. Libraries can provide referral to the education resources in the community; print and non-print materials that may be used by the new reader; and tutorial programs to develop basic skills in reading and writing.

Library literacy and adult education programs are not an ideal to be realized in the future-many are currently being conducted in large and small urban and rural libraries in the United States. In 1955, Richard L. Keller of Brooklyn Public Library initiated a reading improvement program to help adults to increase such reading skills as vocalubary, speed, comprehension and general reading efficiency. This program has functioned for twenty-five years. In 1973, the Dallas Public Library, in collaboration with the Dallas Independent School District, began a General Education Development (GED) tutorial program in the nine branch libraries of the system. The Worcester Public Library (MA) is collaborating with the Literacy Volunteers of America in conducting a program to train tutors and to tutor illiterate adults in reading. The Metropolitan Library System (Oklahoma City, OK) has a program designed to be a community educational brokering system. Open Access, Satellite Education Services (OASES) is a collaborative effort that provides counseling and educational referral services to the community. An outstanding model for public libraries is the Reader Development Program of the Free Library of Philadelphia. The ten-year-old program provides materials written on an 8th-grade reading level or below to individuals and agencies working with the adult new reader.

The evidence that these adult education programs are being conducted in public libraries comes through library literature. Library publications serve to influence, to provide sanctions for, or to inform about library service trends. The American Library Association has consistently sponsored both activities and publications that reflect

these modes. Since 1974, ALA has sponsored and published the results of various studies or research activities focusing on the role of libraries and adult education. While every activity or publication is not relevant to mention here, publications significant to our current interest begin to appear in the late 1950s. Helen H. Lyman is one of the most prolific and consistent library researchers and authors on the topic. In 1954, ALA published the results of a survey she conducted to study the adult education activities of state library extension services and of over four thousand public libraries. Survey results included a ranking of thirty-seven types of adult education services provided by public libraries. Among Mrs. Lyman's many publications reflecting research and study in the area are: *Library Materials in Service to the Adult New Reader (1974)*; *Literacy and the Nation's Libraries (1977)*; and *Reading and the Adult New Reader (1978)*.

Other ALA activities resulting in publications began to focus on one important aspect of adult education that of adult basic literacy skill development. In 1966, ALA published Bernice MacDonald's report on her study of the services provided to adult illiterates by fifteen public libraries. The growing recognition by many librarians during the late 1950s through the 1960s of the need to work with the "functional illiterate" was reflected in many library institutes, journal articles and conference programs which discussed the role librarians needed to assume. In the 1970s, the professional adult education activities have embraced two aspects of the spectrum: service to the independent adult learner or service to the adult (16 years and over) illiterate.

Since 1975, ALA activities and publications have strongly emphasized the latter. The *ALA Yearbook*, since its inception in 1976, has carried articles on literacy activities in libraries. In 1978, ALA's Office for Library Service to the Disadvantaged (OLSD) published a *Directory of Literacy and Adult Learning Programs.* The directory profiles ninty-one library-sponsored programs conducted in the U.S. and Canada. The profiles contain information on types of activities, intended audience, staff, cost and financial resources, etc. Although not definitive of current library learning projects, the directory attempts to provide models that may be used by other librarians in developing programs to serve adult audiences seeking basic or independent learning opportunities.

Most library services have characteristics that may be described educational, informational or recreational. The lines of demarcation which distinguish these types of services are often rather difficult to define. During the 1960s the style of delivering library services to special groups emphasized a technique described as "outreach". Library programming was designed to reach "special" groups (variously identified by age, ethnic group, sex, economic status, etc.). Library activities for special groups were determined by local libraries but often stimulated by the incentive of federally funded "demonstration" grants. As the federal funds began to diminish, the concept of library outreach programs came under criticism and scrutiny. A *Directory of Outreach Services in Public Libraries* was developed by the ALA Office for Library Service to the Disadvantaged as an effort in 1978 to obtain some insight on the current status of outreach programs in

thirty-four states and represents four hundred ten different outreach programs. The type of programs vary as well as the special groups to whom the programs are delivered. No attempt has been made to statistically tabulate the varieties of services represented-merely to supply a profile of information related to current library outreach practicies.

Library service trends are not dictated either by the ALA or by the professional literature within the field. The commitment, leadership and involvement of librarians and community groups determine how library resources are to be projected into programming that is meaningful and relevant to the entire community.

ADULT LITERACY AND BASIC SKILLS LEARNING THROUGH LIBRARIES

by Helen H. Lyman

Literacy is a human right, essential for participation in society and the active direction of an individual's life. Literacy is defined and measured in various ways with many philosophical, practical and educational aspects. Developmental stages of literacy skills include: total illiteracy, functional illiteracy, limited literacy and literacy.

In defining literacy, three factors have been traditionally considered: basic age, level of achievement in relation to grade completion; and function in relation to social and economic conditions. Measurement depends on the fundamental requirements of the particular environments in which one lives. In the United States, society appears to demand a 12 to 13th grade level of achievement. The Adult Performance Level identifies five general literacy content or knowledge areas critical to the daily life of successful adults: community resources, occupational knowledge, consumer economics, health, government and law. Five skills areas for functional proficiency include: identification of facts and terms, reading, writing, computation, problem solving.

The Basic Skills Improvement Programs broadly define basic skills as improvement in reading, mathematics and oral and written communication. Instruction is for persons who are not enrolled in normal school programs.

Adult Basic Education (ABE) programs permit instruction of persons above high school age (18 years and older) to enable them to read, write and compute at eighth grade level. The high school equivalency degree credits program reaches many in this group. Libraries assist through information and referral learner's advisory services. The volunteer literacy programs focus on illiteracy through the sixth grade level.

Clientele Among Adults and Out of School Youth

Who are the users or potential users and groups served by library literacy and learning programs?

They include a range of learners at all ages. Specific programs reach out to the Black and Latino populations, to the pre-school and elementary child and their parents, to the foreign born, the undereducated American born, the incarcerated, the handicapped and the elderly. Six ethnic groups with high literacy needs are the American Indians, Blacks, Scottish-Irish Appalachian mountaineers, Mexican Americans, Puerto Rican Americans and those for whom English is a second language.

Research has identified four major groups of adults with less than high school education and low incomes.

> Group I: those disadvantaged in terms of education but economically and personally secure. They are close to mastery, able to take advantage of existing programs, able to "self select" themselves into such programs. They are recruited easily into ABE and library literacy programs. Resources in libraries are more able to meet their curriculum needs as well as for personal needs. In general, it is this group that current adult education and literacy programs reach.

Group II includes those individuals underprivileged but continuously employed. Undereducated, they feel illiteracy a stigma. They can be recruited to literacy programs if those programs fit their needs and have flexible time schedules. It appears that voluntary literacy and library programs reach this group.

Group III includes individuals who are extremely deprived. They have sporadic employment, see little value in being literate. They need door to door recruitment, outreach and support services such as transport, child care and health services. They respond quickly and positively to individualized instruction. Collaborative programs in literacy education and libraries, with emphasis on information and referrals and tutoring are necessary.

Group IV includes the poor, sometimes called the "stationary poor," with little schooling. Unemployed and unemployable, they lack hope and may give up, becoming invisible. They need help in solving social and personal problems. This group, although the smallest in number, has the greatest needs, is the most difficult to reach and the most costly. They respond to friendly paraprofessional workers, indigenous tutors and empathetic librarians.

Groups III and IV need individualized attention and home services. They are not reached by existing programs. A growing recognition of the needs of the poor and of neglected groups has stimulated some research and change. It is more apparent, for example, that adult illiteracy cannot be treated in isolation and that cooperative community initiatives are necessary. The federal Basic Skills Improvement Programs indicate a shift in national policy.

Library Literacy Programs and Services

Significant advances have been made. Growth over a 25 year period has increased in the 1970's. Library involvement in literacy education has been stimulated by and has paralleled the development in adult lifelong and continuing education movements. The goals and policies of the National Education Association (NEA) and the Adult Education Association (AEA/USA) and the American Library Association (ALA) have been strong influences, the social climate of concern for poverty groups and minorities also has influenced librarians' thinking. Professional groups, particularly ALA, have provided leadership, resource guides, consultant and training programs. This sustained but fragmented effort continues a long tradition of educational service in libraries, in cooperative efforts with adult education programs, and in the development of a small cadre of competent librarians. Some librarians, nevertheless, have always felt a strong commitment to serve the less advantaged and functionally illiterate.

Library literacy programs with one or more types of service are widespread. In 1964, fifteen libraries were identified as active in the literacy effort. In 1978-79, more than seventy-one library systems in twenty three states and in the District of Columbia reported activities. Adult education programs in metropolitan cities such as New York, Philadelphia, Baltimore, Dallas, Tulsa, Denver and Chicago have reached out to children and adults alike.

The Enoch Pratt Free Library (Baltimore) trains tutors and sponsors six major programs: Adult Basic Education, Community Literacy and Learning,

College Learner's Advisory Service, Reading Resource Centers, Mini Media Center for Undereducated Adults and Literacy Skills Center.

The Free Library of Philadelphia has developed, in addition to its outstanding Reader Development Program, Adult Learning and Literacy Centers, cooperative programs for Adult Basic Education classes, English as a second language classes, and special life coping skills collections.

The ten year demonstration and research Literacy-ABE Project at the Appalachian Adult Education Center, Morehead, Kentucky, provided invaluable research data, useful publications, and increased theoretical and practical knowledge.

Two major volunteer organizations, Laubach's National Affiliation for Literacy Advance and Literacy Volunteers of America continue to extend and strengthen cooperative programs with public libraries.

The primary objective of library involvement in literacy education has been to assist learners in their literacy goals by providing various services such as:

- provision and development of materials and bibliographies in print and audio visual formats,
- creation of public awareness of illiteracy,
- advice and participation in decision making and goal setting
- assistance to self-motivated students who need basic skills, and those close to mastery,
- information and referrals to other agencies,
- informational resources,
- consultation and cooperation in other programs,
- learners' advisory services,
- publicity and public relations,
- organization and support of tutorial literacy programs for various skill levels and knowledge areas,
- recruitment of tutors, students and volunteers,
- development of learning centers,
- training and education programs for librarians, volunteers, administrators and others.

Current Research

A comprehensive study on the current "state of the art" of the library involvement in literacy education in the United States will be completed in the fall, 1980. This research project, "Libraries in Literacy," is conducted by CRC Education and Development, Inc. Through the use of six survey mail questionnaires, this national literacy survey will collect information on activities in literacy education for six types of libraries: public libraries, public school libraries/resources centers; community college libraries, state institutional libraries; non profit agency libraries and state library agencies.

The study will provide valuable and, for the first time, more precise national data on eight major issues:

- -the extent of library involvement in literacy education,
- alternative roles of libraries in literacy education,
- libraries' participation in cooperative literacy education activities,
- barriers and incentives to library involvement,
- characteristics of libraries relevant to their involvement in literacy education,
- methods used for the identification, assessment and selection of literacy-related print and non-print learning materials, and the equipment needed to make these materials useful,
- funding, costs and expenditures in literacy education undertaken by libraries.

In addition to the national survey, CRC has conducted in depth case studies of seven exemplary literacy projects: Los Angeles County Public Library, Nicholon Memorial Public Library (Garland, TX), Free Library of Philadelphia, Rehabilitative School Authority Department of Correction (Richmond, VA), Northern Pueblo Agency, Bureau of Indian Affairs (Santa Fe, NM), Learning Resource Center of Montgomery County Community College (Takoma Park, MD), Learning Center of Glen Ridge Junior High School (Glen Ridge, MD). The reports on these library literacy programs will provide other libraries with alternative strategies for planning literacy work involvement.

The analysis of the CRC survey results and their conclusions and recommendations will provide the basis for decisions and planning in the future, as well as a state of the art report on library literacy activities. The information about patterns of cooperation and communication among libraries and other agencies to facilitate the delivery of literacy instruction at the local level will be useful to various educational agencies and community organizations as well as libraries.

During 1980, the Southwestern Library Association (SWLA) is conducting a survey about the scope of literacy activities in local communities in Arkansas, Arizona, Louisiana, New Mexico, Oklahoma and Texas. The study will collect detailed information on the level of involvement of libraries in literacy programs, present and past, and on interest in developing future programs and cooperative activities with other agencies. The survey data will be used in carrying out a literacy program development in the six state region. Doubtless other libraries will find the information as well as the methods useful.

A two-year Library Services Project is currently underway to promote literacy among low level reading adults in the Cleveland area by providing adult interest/low vocabulary materials, by establishing procedures to permit ready access to such materials, and by publicizing information about the materials. Sponsored by the Cleveland Area Metropolitan Library System and Merrick House settlement, Project: Learn emphasizes criterion-based selection of materials and detailed planning.

During 1979, the role of libraries in the literacy effort was discussed and defined by delegates to preliminary state governors' conferences for the White House Conference on Library and Information Services

(WHCLIS), at the Theme Conference on Libraries and Literacy, and at the White House Conference itself. Recognizing the seriousness of the illiteracy problem, WHCLIS delegates recommended that libraries and information centers can be increasingly important to the solution of illiteracy. Specific recommendations spelled out functions, steps to be taken and activities.

A Literacy Training Program for 124 librarians from 33 states was conducted by the Office of Library Services to the Disadvantaged (now Office of Outreach Services) of ALA. A team of library educators and practitioners, adult educators and reading specialists trained librarians in the techniques of establishing programs to teach basic literacy skills to adults. Participants returned to local communities with a responsibility to conduct similar regional training institutes.

A distinctive trend is discerned in the use of terms in the broadened concept of what literacy means, and in a new awareness. Adult roles are now more clearly distinguished from those of children. Adult materials with adult concepts have replaced children's materials. The need to have well trained staff with authority and specific competencies is essential to successful work with clientele of various backgrounds, language and educational levels. The need for appropriate materials has been partially met, and knowledge of what is appropriate has been defined more strictly. The long term programs in Philadelphia and Brooklyn, as well as the recent Project: Learn, demonstrate the unique contributions that libraries across the country bring to literacy and adult education programs.

Issues and controversies continue to exist: Should librarians be involved with "under-educated clientele"? with non-readers? with new users of libraries? Should funds be allocated specifically for literacy programs? How will they be publicly defended? Should libraries sponsor tutorial programs? Should librarians be tutors? How can barriers to interagency cooperation be overcome?

But, despite the advances, the urgency of the literacy problem and the library's relationship to it is very real. The services of libraries and personal help from their staffs are essential during the learners' studies, and beyond them, in the practice of new skills. Librarians should not abandon new readers once their classes are over. Rather, they should look for ways to enhance their equal relationship with "new readers" and enable them to become confident and efficient learners. All this takes time, planning and resource commitment. These have to be balanced against traditional demands and the current pre-occupation with the professional use of sophisticated, technological information and retrieval systems. The problem of "goal displacement," ie. when attention is diverted into a novel or more obvious need, is a real one, particularly when those affected are the lesser informed and skilled.

Another problem is the library's external relationships with related agencies. Barriers and competition threaten effective cooperative work, and success is only possible through complete commitment and preparation by library staff; through a freedom from fear of the unknown; and through involvement in the whole community. The preparation for literacy activity must include careful planning and management, creative programming, staff trained in appropriate areas; and, last but not least, strong financial and administrative support.

Future Needs

o More relevant scientific information about adult literary and more active collaboration amongst researchers, policy makers and community representatives are needed.

o There is a need to examine the complex relationships of illiteracy with social, economic and political forces.

o What research exists needs wider dissemination to directors of libraries, library trustees, adult educators, and administrators.

o Research findings and experiences of librarians, as well as program data, need to be incorporated into present library services planning and delivery.

o Librarians and adult educators need to work together more closely to exchange information, and to use each other's knowledge and skills. Time in overburdened schedules should be found, and allocated for this activity, and for work outside the institution but within the community. Time and money has to be won.

o More attention needs to be given to determining and clarifying learners' goals and expectations, and in developing programs to meet those goals. Library staff need to be aware of the dangers of prescriptive activity without knowing what their clients really want and need. They should also recognize the role which educational brokers can play in helping new readers organize their future learning experiences. Libraries can act as supportive environments, and offer facilities for the brokers, counsellors and adult educators.

o Librarians must continue to improve their competencies through studies and workshops. This is essential; not only in staff orientation and continuing education projects, but also in the curriculum of basic preparation at the Master's level of study. Such an education program is essential to the development of a core of qualified librarians who can not only be leaders, but also act as visible and articulate advocates, and who can ensure that further staff are trained.

Conclusions

Librarians have a major responsibility to help adults acquire literacy skills, and, above all, to continue to progress; not regress in the use and enjoyment of those skills. Librarians also have a responsibility to help adults become more independent as learners and users of information resources through various communication media.

This means, in the final analysis, that librarians must:

identify interests and needs of adults, adult groups and out-of-school youth,

evaluate and find suitable materials for adults,

cooperate with other educational and social agencies and organizations,

respect the rights of adults to expect quality service, and to take part in making decisions about that service.

Librarians should be encouraging high user and adult educator expectations in order that librarians are kept professionally alert and competent.

LEARNER'S ADVISORY SERVICES IN LIBRARIES

by Barbara Conroy

The Adult Independent Learning Project provided important impetus and direction for the role of the public library in adult independent learning in the 1970's. The Office of Library Independent Study and Guidance Projects at the College Entrance Examination Board (CEEB) conducted a four-year project (1972-1976) to involve public libraries "in the planning, provision and evaluation of advisory and information support servies to the adult independent learner." It assisted selected libraries through the country to develop comprehensive learner advisory service programs.

The project was spearheaded by individuals, libraries and organizations that were convinced that the public library, with its materials and staff and influence, was a key resource for individuals wanting to design their own learning programs. Funding for the project came from the National Endowment for the Humanities, the U.S. Office of Education, the Council on Library Resources and CEEB.

Guidance throughout the project came from the national office headed by Jose Orlando Toro. The first year developed the conceptual model of service and selected libraries to participate in the implementation of the model. Nine individual libraries were selected: Atlanta, Denver, Enoch Pratt Free Library (Baltimore), Miami-Dade (Florida), Portland (Maine), Salt Lake City, St. Louis, Tulsa City-County and the Free Public Library of Woodbridge (New Jersey). The New York State library network also participated revealing what was possible on a statewide basis.

The project was generally viewed as a demonstration of what could be done in local libraries and through a state network. Its thrust was to provide individual learner services and an active library role to help people plan learning projects and use community services. Throughout the project strong emphasis and staff training were given to the planning process, extensive testing and evaluation of the experimental services developed in participating libraries.

The project and its impacts have been described in a number of library literature sources. Suzanne Boles and Barbara D. Smith describe its implementation from the standpoint of the library and the learner in their article, "The Learner's Advisory Service" (Library Trends, volume 28, number 2, fall, 1979). They detail the two components as the advisory support and information support services:

> **"The librarian provides these support services through personal consultations with the learner throughout the duration of the learner's program, which may range from a few days to many months.**

> The advisory support service has three functions: diagnosis of learning need, development of a learning plan, and assessment of progress toward the learner's goal. In diagnosing the learning need, the learner and librarian establish a mutual understanding of what the learner wants to achieve and why (learning goal), the dimensions of the subject or content area, the extent of the learner's background and experience in this content area, as well as the learner's preferences in material formats, learning methods and location.
>
> The development of the learning plan is a method of describing, selecting and organizing activities which will guide the learner from where he is to the goal he wants to achieve. The librarian and learner examine the latter's strengths and constraints in carrying out the learning program, including such factors as abilities, prior experience, education, occupational responsibilities, family commitments, time available and specific deadlines, money, health, extent of support of family and friends, and ability to travel. The librarian, drawing on personal knowledge of and experience with available resources and educational opportunities in the community, helps the learner to consider the variety of approaches or options available for learning what he wants to know. The range of choices may include independent reading/study, correspondence or television courses, being tutored, exchanging services for instruction, obtaining academic credit or a high school diploma by examination, participating in an informal discussion group, enrolling in a college course, and finding a local expert to demonstrate a skill or technique. Together, the librarian and learner specify those approaches which most closely match the learner's needs, styles and preferences, and lay out a sequence of specific activities within a definite time frame to enable the learner to structure and carry out the learning program at his own pace.
>
> An important part of the advisory support service is helping the learner to monitor and assess his own progress, to find ways to demonstrate to himself and others new skills and knowledge. Learner and librarian review and clarify the goals, content, scope and methods of the learning plan at various points along the way, and make modifications necessary to ensure that the learner's needs are met." (p. 169-170)

Boles and Smith go on to point out "two fundamental concepts" essential to be explicit both to learners and librarians considering this type of library service. "First, learning is a matter of individual growth and change for which the learner is responsible; the librarian serves as an expert assistant. Second, the one-to-one relationship between the learner and the librarian forms the basis for systematic communication and evaluation of the learner's progress, the effectiveness of the librarian's help and the library's service objectives." (p. 170)

The project has not been without controversy, internally and externally. A substantial portion of the hesitancy (and resistance) to accept the project's concepts rests with the perception that the role of the librarian is being extended or altered. Advising learners differs from providing information and the latter is perceived by many librarians as being the total function of the library. Again, Boles and Smith indicate that "if an educational advisory role is to acquire legitimacy within the profession, three facts must be responsibly recognized: (1) that librarians need acute awareness, acceptance and understanding of their function as part of today's society; (2) that librarians have an educational role; and (3) that they need to be professionally competent, therefore, confident in their advisory function." (p. 173)

Significantly, staff training was an important component of the project efforts. Five areas of training needs were identified: planning and evaluation, understanding the adult learner, decision making and educational planning, interviewing techniques and guiding the learner in the use of study materials. At least two observations are relevant here in relation to staff training: (1) each of these areas involves process learning strongly and (2) each has a close relationship to the field of adult education.

Adult educators and librarians in their shared concern about the increasing need for lifelong learning can benefit from a study of this particular project. The results of the Learner Advisory Services in libraries are, hopefully, learners who are able to more fully utilize the adult educational alternatives in the community, individuals more interested and more capable to engage in learning projects. This is a vital outcome and provides substantial motivation for libraries (and adult educators) addressing the needs of the adult independent learners. But, something even more important may be at stake.

If libraries define and implement an expanded role in serving the needs of the adult independent learner, significant change may result for librarians, for librarians and for library education. Library structures, library promotion efforts and staff training will be affected as will service patterns and materials. Librarians, to meet new demands, must develop new skills, new knowledge and new attitudes. This, in turn, will affect library education programs modifying recruitment and selection, curricula ad field experience requirements.

Realistically, however, the Adult Independent Learning Project did not create a wave of new learner's advisory services in libraries throughout the country. Substantial change occured in many of the libraries involved. Others phased out these services when the project was completed. Other libraries, learning of the project, added some of the model's components to their service patterns. A Consortium for Public Library Innovation was formed but formally disbanded in June, 1980. Its focus was on research and evaluation.

Adult educators are vitally concerned with the lifelong learner as are some librarians. More connection between individuals, organi-

zations and associations in these two fields are needed to stimulate increased activity in libraries addressing the needs of adult life - long learners.

With these increased connections, the learner, certainly, stands to benefit with the richer learning resources offered. But, to be useful in assisting the learner, the librarian needs the knowledge base and skills of the adult educator. The adult educator, meantime, needs ways to share the skills of working with learners and needs eager learners who seek the opportunities offered in the community such as schools, work training programs and continuing professional education. Independent, self-directed learners assisted by libraries are likely to be learners in these other efforts.

This particular project offers considerable data in its reported findings. These can be useful to adult educators interested in the characteristics of learners served by libraries, in the development of a national model from autonomous libraries and in the planning and evaluation approaches to learner services. The final report of the project, together with an Interim Assessment (1974), detail its depth and schope. The final report, titled The Role of the Public Libraries in Adult Independent Learning, is authored by Anne S. Mavor, Jose Orlando Toro and Ernest R. De Prospo (New York, CEEB, 1976) (ED 126 936, ED 149 773, ED 134 141).

In addition to the Library Trends article listed earlier, the New York statewide project has been described in the New York State Library's The Bookmark (volume 37, number 3; spring, 1978) and in a 21 minute color 16 mm film, "Let's Learn" (1977) from the Ramapo Catskill Library System, Middletown, New York. A PhD dissertation by David W. Carr, The Agent and the Learner: A Study of Critical Incidents and Contexts in Assisted Adult Library Learning (Rutgers University, 1979) details thepersonal interchange so vital to the learner and the librarian. The Public Libraries Research Group in Brighton, England, studied the project's impact on library planning and management. Their study resulted in The Independent Learning Project: A Study of Changing Attitudes in American Public Libraries, by Ronald G. Surridge and Judith Bowen (1977).

FREE UNIVERSITIES, LEARNING REFERRAL CENTERS AND LIBRARIES

by Barbara Conroy

Over the past fifteen years free universities and learning referral centers have been born and have come of age as strong community-based sources of voluntary, supplementary adult learning. On campuses and in rural and urbal communities, free universities and learning referral centers or learning networks have initiated and built community education systems to connect learners with local resources. In some cases, these efforts have been initiated or sustained in cooperation with the public library. These two, where married, find their purposes congruent, their benefits mutual.

Being new, definitions and distinctions are still evolving and meanings in a specific community are still defined with local flavor. Free universities, for example, are also called experimental colleges, free schools and communiversities. The report, Free Universities and Learning Referral Centers, 1978, defines free universities as " a specific type of organization under whose auspices noncredit, nondegree classes are offered to the general adult public. They tend to issue catalogs of their offerings, to charge only a small fee which covers class expenses or no fee at all, and to operate on a relatively low budget." (p.1)

Learning referral centers, on the other hand, "provide educational referrals to individuals seeking information from other individuals offering teaching, skill or tutorial services. They serve as educational brokers, between persons seeking specific education and sources able to provide it."(p.2) These centers are also known as learning networks or exchanges and educational referral centers. The distinctions between free universities and learning referral centers blur and their activities, at times, overlap since either might offer classes and referral services.

In the 1960's free universities affiliated with campuses but growing numbers now are independent or affiliated with community agencies. Initially used by students seeking alternative learning opportunities, the current emphasis now, for the most part, is to provide a wide range of people resources to meet learning needs outside graded, accredited institutions. Mostly, the teachers are practitioners, topics are pragmatic rather than theoretical, and learners are self selecting. Classes range widely: arts, leisure, career, job skills.

Criteria and requirements tend to be informal. Course content, format and method are often negotiated between students and teacher, modified to meet felt needs and resources available. Free university and learning referral center staffing is often volunteer although a coordinator or director position may be funded. Fees are minimal. For the most part, learners attend primarily to learn, teachers teach and share because they want to. These are the basic motivations and incentives. Basic precepts include self responsibility, learning and sharing.

Statistical data are not available before 1971 but in 1977-1978 146 free universities had registered 298,255 students. Of these, 60% were affiliated with colleges, 8% with community agencies and 30% were independent. The best current estimate is that there are over 200 free universities now in the United States. In 1978, 42 learning referral centers had 21,480 registrants, made 26,849 referrals and had 19,452 teachers in their files. Of these, 62% were independent centers, 19% were affiliated with community agencies and 19% with colleges. The initial growth in the 1960's slowed in the early 70's. Now, since 1975, a resurgence of interest in this avenue of independent learning and community education is noted.

At the Second Annual National Free University Conference in 1974, the Free University Network (FUN) was established. It seeks to: 1) help communities start free universities and learning networks, 2) to provide technical assistance and support to existing free universities, and 3) to promote alternative education at the national level. Its central office is at the University for Man in Manhattan, Kansas. Services of this office are supplemented by six regional coordinators in the northeast, south, great lakes, midwest, rocky mountains and west. Individuals and organizations may join to receive newsletters, a directory and other publications and to use technical assistance by phone or mail. The Free University Network sponsors annual conferences for those interested in free universities and learning referral centers.

The focus of these community education agencies is on initiating and answering the individual learner's desire to learn by providing the resources and the facilities to foster and support learning. Thus, they are very congrent with the philosophy and precepts of libraries, particularly of public libraries.

Meredith McElroy's booklet published by the Free University Network in 1980 describes five programs, examples of public library cooperation with free universities and learning referral centers. This study shows that such cooperation is not only possible but is a "viable option" to provide important and essential educational support services for adult learners in communities. In her forward, she links these relationships closely to the current imperatives and priorities of the Public Library Association, a national professional organization. She also suggests that public libraries be open to explore free universities and learning referral centers as educational models appropriate to meet the needs of their communities.

The possibilities for such cooperative efforts are increasing with free universities moving into more general community areas. The campus based beginning of free universities were associated with the 1960's counterculture. Thus, most initially affiliated with colleges and universities. In many communities, campus life is not that closely intertwined with community life. In addition, few libraries are noted for their countercultural involvement.

Now, however, several factors increase the chances for both free universities and public libraries to be more interested in cooperative endeavors. One factor is that free universities have become more accepted and are viewed less as radical, activist organizations. Another is that the current emphasis on lifelong learning and the increasing pressures on libraries are prompting libraries to look

for new ways to serve their clientele as an educational support. Libraries face crucial times and need users and substantive and popular services to gain and maintain community support. Rural areas seem a natural for such cooperation in view of the limited resource base and the need for sharing that in many different ways. For these and other reasons, cooperative efforts are more likely now to be considered and to succeed.

These cooperative efforts, where they already exist, tend to be individually tailored to the organizations (and the people) involved, the needs of the community and the available resources. But, some patterns are apparent. These can be glimpsed through the following brief descriptions.

The Free University of New Orleans (FUNO) is operated solely by the New Orleans Public Library. The library administration supported the concept both philosophically and practically based "on the philosophy that knowledge is not a commodity to be bought and sold, but is a resource to be shared by the community." (McElroy, p. 7) The first Free University Coordinator was a library staff member. The Library's Community Relations Office provides information to the public about FUNO in a systematic way. Now, for organizational (and funding) reasons, the Free University is under the sponsorship of the Frends of the New Orleans Public Library and is still seen "as a collateral service, which provides access to information, not as a direct response to expressed needs, but more as a predictor of needs." (McElroy, p. 11)

A similar, though rural, example is the Haysville Community Education Program, started by the Haysville (KS) public librarian, with both support and opposition from the community. The program, very much a part of the library's operation, centers around the theme of community cooperation. A steering committee of community groups guides the program. The program includes classes, a speakers' bureau, a tutoring program, and an educational opportunities listing--all intended to make the Haysville library "the recreational and educational information and resource center for the entire Haysville community. (McElroy, p. 19)

The Witchita Free University, begun in 1969, leapt ahead in 1977 with the aid of CETA (Comprehensive Employment and Training Act) employees. Additional staff, active recruitment and publicity assert its new growth. The library, with a firm commitment to independent learning, distributes the free university's catalog through its library network. Many classes are held in libraries and library staff teach some of the classes. The library director is a board member of the free university. One recent free university catalog featured the library as a community learning resource.

Leon County Public Library, Tallahassee, Florida incorporates its CONNECT service, a file of local people resources to supplement the reference services of the library. Began as a community information program funded by Library Services and Construction Act (LSCA) in 1976, this file was combined with a separately started People Index, a referral service of resource persons interested in teaching and skill sharing. Now, this service is integrated into the regular reference function of the library giving library users access to people resources as well as materials. Similar such library-based networks exist in Nassau County, Hartsdale and Corona in New York State and in Bloomington, Indiana.

The Learning Exchange (TLE) of Evanston, Illinois, offers a listing and referral service available to institutions, organizations and individuals. Libraries throughout the Chicago metropolitan area help identify learners and teachers in their area and extend TLE's services to their library users as a people based information source. Substantial support for this program has come through LSCA funds. In addition, the Fund for the Improvement of Post-Secondary Education (FIPSE) brings a national perspective for The Learning Exchange as it gives technical assistance to established and new learning networks and acts as a clearinghouse to share methodology of learning networks.

These cooperative efforts have, in most instances, been sparked and sustained by individual believers in adult learning precepts of teaching, learning and sharing. Free universities, learning referral centers and libraries have each identified benefits from cooperating and each has also discovered barriers and problems. Some of these are, of course, unique to the community, the organizations or the people involved. But some are generally applicable.

"The major realization that I myself have come to is that there is such a perfect blend of philosophy between these two organizations. Learning is a resource to be shared by the community whether it is in the lending of books or the connecting of instructors with learners." This conviction, stated by Sandy Ingraham of the Learning in Choctaw (LINC) program in Harrah, Oklahoma, is shared by many of those involved in cooperative programs. Essentially, cooperation aids each organization to better meet its goals with more users and resources.

Cooperation enables library staff and those involved in free universities and learning referral centers to know more about each other and utilize the resources each brings to the partnership. Each brings new clientele groups to the other, often groups that would otherwise not have used the services offered. Synergistically, there is increased public awareness of those involved in cooperative efforts.

Stereotypes of libraries and of free universities are certainly modified through cooperation. In fact, some free universities, to gain community credibility, affiliate with libraries for the institutional connection as much as for the enhanced resource base. Libraries, on the other hand, encourage and support free universities for reasons of drawing new groups of users into the library. These new groups may have found the library distant and forbidding before working with this avenue of community education.

Cooperation strengthens the resource base for those working together. Books and other materials are vital adjuncts for both teachers and learners, both to prepare for and to enrich the classroom experience as well as to enable learners to further their study after the class. Libraries can integrate people resources with published resources in reference work, furthering the dissemination of expertise within the community and probably forging important community links in the process.

Both free universities and libraries gain through the enhanced possibilities for promotion and public relations. Free universities can make use of the library's organized system of outlets for dissemination of information to the community. Libraries, on the other hand, gain visibility in areas they do not ordinarily reach.

The methodologies used characteristically by each gain from working together. Librarians have expertise in obtaining and organizing information from wide sources. Those involved in free universities and learning referral centers have expertise in organizing within community groups, identifying needs, meeting with people in their areas. Both are interested in the self-directed learner, hoping to initiate and support that learner's efforts and interests. Both have a tap into the expertise available in the community: groups, agencies, organizations and individuals.

With these strong benefits possible, what barriers have prevented more instances of cooperation than now exist? One, of course, is the stereotype each holds of the other--one seen as the radical, one as the establishment. This is diminishing, even though the decision making structures of the library still tend to be cautious and those involved in free universities and learning referral centers tend to resist such structures.

Certainly, each wants assurance that a cooperative relationship will not serve as a drain of hard-won resources. Resources for these activities are not abundant, funding and space being key. For the library, active involvement with free universities or learning referral centers, opens up additional funding sources but also requires staff involvement and commitment. For the free university, working with libraries enables consideration for new funding possibilities such as LSCA. This entails working through the necessary channels to obtain and administer.

Each community has a volunteer pool. Both libraries and free universities draw from that pool for some (or all) of their human resources. In effect, this is competitive. Library staffing, in most libraries, is limited and becomming more so. Often, resistance impedes cooperation on the basis of available personnel resources.

In addition to barriers that forestall cooperation, several issues can be raised in relation to working closer together. A large issue is the difference in value systems. Free universities in the past have openly furnished advocacy stances not only in classes but also in the appeal to individuals to teach and learn. The library, however, has long held its position of objectivity and representation of all points of view. In most cases, it is unwilling to take on an advocate role.

This ties with another issue, that of governance. Libraries have advisory or decision-making boards, administrators and managers, and, often, requirements from the city or county collecting the taxes that support the library. In addition, special services and projects often have funding requirements that must be met. Free universities and learning referral centers have boards with either advisory or decision making charges, a director or coordinator. In a cooperative venture, the interface between these components must be carefully planned. One possible controversy that can serve as an example of how cooperation might be forestalled between these different community education agencies is the debate concerning whether library services should include fee-based as well as free services to citizens.

Some libraries and free universities and learning referral centers have considered and weighed the various benefits, barriers and issues and concluded that close cooperation was not feasible or not desirable.

Yet, sharing and cooperation can occur in a less structured way. Library resources are essential to support the self-directed learner who wishes to follow through on a classroom experience. If the free university or learning referral center can identify community needs communicate those to the library and the library can respond to acquire materials or develop supportive services, a joint effort can increase the ability of each to serve its clientele and fulfill its goals.

Free universities and learning referral centers unaffiliated with school systems or campuses may tend to think less often of the role of libraries in relation to their community education efforts. Yet, that role may be even more crucial for staff and instructors in view of the otherwise more limited resources usually available. And, certainly, the role of the library (when known) is essential for the learner.

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COMMUNITY EDUCATION AND LIBRARIES

by

Joan C. Durrance and Mary [illegible] Udoji

There appears to be a lack of general consensus and agreement regarding the evolutionary aspect of the role and purpose of community education. Historically the community education movement has been associated with local school districts and identified with the development of programs in response to the needs of a particular clientele -- such as planning extra activities for children or adult education and recreation programs. Minzey clearly differentiates between perceiving the role of community educators as providing supplemental programming from that of viewing community education as a distinct educational philosophy. Proponents of community education emphasize the process of community involvement as being critical to the delivery and coordination of community service and programs. Kerensky and Melby point out "the total community becomes involved in identifying problems, established practices, and mobilizing and allocating resources towards the solution of identified problems and needs. The genius of community education is found in the process -- a process of doing and becoming -- it is a process whereby communities discover themselves and each other." (Hetrick, p. 2)

For the purposes of this exploratory examination of community education it is necessary to recognize that there are differences in perspectives regarding community education. George Eyster points out that there are a variety of legal, philosophical, and operational definitions of community education. Representative definitions include the following:

> "Community education is the process that achieves a balance and a use of all institutional forces in the education of the people -- all of the people -- of the community."
>
> [Community education programs are] ..."operated in conjunction with other groups in the community, community organizations and local governmental agencies to provide educational, recreational, cultural, and other related community services." (Eyster, p. 24)

LeTarte and Menzey emphasize the process dimension as being fundamental to the definition of community education:

> "community education is a process that concerns itself with everything that affects the well-being of all citizens within a given community. This definition extends the role of community education from one of the traditional concepts of teaching children to one of identifying the needs, problems, and wants of the community and then assisting in the development (or identification) of facilities, programs, staff and leadership toward the end of improving the entire community." (Shirk, p. 8)

Aaron points out that this community education process results in programs developed outside of the community school environment with the process acting as "a catalyst to assist community members in identifying and organizing community agencies, institutions, and individuals that can most effectively assist in providing solutions to community problems." (Aaron & Fleming, p. 10)

The broad scope of community education results in a variety of activities which are performed under the aegis of community education.

Community education programs consist of a variety of activities and services, such as:

- Education classes - (ABE, GED, literacy)
- Occupational Activities - (Career education, vocational training)
- K-12 Integration - (Enrichment, music, drama, tutoring, etc.)
- Health Activities - (First aid, CPR, preventive care)
- Community Services - (e.g., Counseling, consumer services)
- Recreation Activities - (Sports, leisure activities)
- Environmental Activities - (Energy conservation, environmental education)
- Programs for Specialized Clientele - (e.g., Senior citizens, the handicapped).

These community education programs tend to involve a series of common elements in the process. The most common include:

- A community profile which results from an analysis of the target community
- Involvement of community members, usually through Advisory Councils
- Specific programs based on needs assessments
- Interagency cooperation or collaboration, including assessment of appropriate community resources
- A variety of activities and sources
- An evaluation component

Since community education programs are based on collaborative and cooperative efforts, the nature of the collaboration tends to determine the type of role the library plays in community education. Eyster states that interagency collaboration is the keystone to community education. Since collaboration is so important to the community education process, it will be briefly discussed.

During the late 1960's and early 1970's the Appalachian Adult Education Center developed a collaborative community education model and in the process studied the issue of interagency collaboration closely in terms of adult education and the public library. Data from the center's study has provided important information regarding the costs and benefits of interagency cooperative programming as well as information on positive and negative aspects of interagency collaboration. Eyster's work also

points out existing conditions which can be seen as obstructions to collaboration; these include organizational differences, difficulties of fiscal constraints, differences in institutional goals, territorialism, etc. Eyster suggests that in order to understand the roles and constraints involved in sponsoring combined programming it is important to recognize differences in organizational structures early in the collaborative process. He also points out the benefit of cooperative programming, suggesting that collaborative programs can result in a higher quality of services, increased services, and more visibility for new as well as existing services. Another advantage is that costly duplication can be reduced and therefore combined services can be more cost effective.

His comparison of the organizational constraints which hinder collaboration is reproduced here to point out how much organizational structures affect cooperative efforts.

ORGANIZATION OF PUBLIC SCHOOLS AND PUBLIC LIBRARIES

Aspect of Organization	Schools	Libraries
Local autonomy	Strong	Strong
State requirements	Minimum foundation physical facilities, etc.	Varies by state, usually concerns tax levies and composition and duties of trustees
Regional federations	Varies by state in existence and/or strength	Varies by state in existence and/or strength, usually weaker than schools
Local units	Many	Varies, often fewer
Federal regulations	Many, connected with the expenditure of federal funds	Few and weak
State agency head	Policy maker	Varies by state, usually advisor
State boards	Strong political affiliation	Appointed, often by political party in power
State certification	Always	Seldom

(Eyster, pp. 24-26.)

Libraries have not generally been leaders in the planning and administering of community education programs; however, libraries have provided resources such as facilities for ABE education classes and related supportive materials. These cooperative activities can be performed with minimal administrative involvement and few policy decisions.

In the Appalachian Adult Education Program, however, libraries did play an important role in the planning and adminstrative aspects of the program. This program, in addition to providing direct services to its constituents, has produced a series of training manuals for libraries and other agencies on community analysis, information and referral etc. The model presented by the center and the research upon which it was based has provided the field of library science with much valuable information and a model for libraries to follow in interagency cooperation.

Another type of community education cooperation of a different thrust has been tried in sharing of library facilities - the combined school - public library. This collarborative model was studied by Shirley Aaron in the late '70's and reported in 1980 in A Study of Combined School-Public Libraries. Her findings do not seem to support Eyster's conclusions that collaboration results in lower institutional costs. Indeed, her findings (based on a study of 12 cases) showed that costs of collaborative programs tended to be higher than separate programs because among other things, of the additional demands on staff time.

In Flint, Michigan, the community which has provided a model for the development of many community education programs, the public library functions under the School Board as do a number of other Michigan public libraries. The director of the Flint Public Library is quoted by Aaron as stating that this arrangement seems to limit the services which the public library can offer in community education. (Aaron, p. 86)

The picture sketched above indicates that the role which libraries play in community education programming varies considerably. Appropriate library activities range between provision of materials and/or meeting room facilities which support specific programs (such as those listed earlier), development of specific programs such as ABE or other specific adult learning programs, or development of information and referral services. Although Information and Referral Services are not normally categorized as a community education service, clearly under the definitions above, they would be included. The USOE/COSLA publication "Library Programs Worth Knowing About" lists examples of community education programs in which libraries have played a proactive role. Community Education Selected Local Programs 1980, published by the National Community Education Clearinghouse lists model community education programs housed most commonly in public school districts. Library roles are not identified in this publication.

The roles which libraries may play are sketched in more detail in John Shirk's article "Public Libraries Look at Community Education: What is the Role?" and in Daniel Barron's article "Role of the School Media Program and Specialist in Community Education." Both of these appear in a Fall 1978 School Media Quarterly. The organizational discrepancies and differences evident in library community education involvement point out the need for additional analysis of the role which libraries play in community education.

Community education programs presently have a structure which facilitates program development and information dissemination to those within the network framework. These programs are served by the National Community Education Clearinghouse, an information center with a toll-free number which collects, organizes and disseminates information about community education. In addition, there is a network of regional community education centers, often several in a state, which act as resources to local school district programs. Many of these centers are supported in part by grants from the Charles Stewart Mott Foundation. In addition, state departments of education maintain community education offices, funded in part by federal community education grants within the U.S. Department of Education. The Community Education Program administers grants to local and state educational agencies and to institutions of higher education.

The National Community Education Association provides a forum and an additional communication network for its members.

The following brief resource list only scratches the surface. A comprehensive, annotated bibliography compiled by the Clearinghouse in 1978 entitled Catalog of Resource Material on Community Education is available from the Government Printing office.

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PUBLIC LIBRARIES AS CENTERS FOR INFORMATION ABOUT LEARNING AND CAREERS

When libraries were first begun in this country, their purpose was to provide resources for the intellectual enlightment of their members. That concept was considered to be such a desireable and even necessary one that gradually the idea was expanded from having these resources available to a select few to being available to all the public. We have had during this century some swings from this original emphasis on adult learning to being school enrichment centers and/or children's centers. Much of that emphasis came about in the 1920's when mass education was developing and schools were seen as the perfect learning centers, and libraries were often considered nice but not as important as before schools. However, throughout all the varying emphases the core of every major public library has been the ideal of providing accurate current information to the public. Beyond the book circulation figures that are usually the publicly touted measures of a library's activity lies a much larger amount of activity that goes on within a library. Its precise amount will obviously vary from one library to the other, but within most libraries the core of our activity is the answering of questions or leading people to the resources from which they may answer their own. Bookstores and book clubs may sell books, and public agencies provide information about their own activities, but no other institution has the public mandate to provide information on all subjects to all the public.

This paper will discuss just one of the many subjects with which a library normally deals, i.e. information about education and careers.

The first and most obvious reason for our being involved is that we always have been. Any major library has as part of its normal collection printed materials that provide information regarding schools throughout the country. In addition there are a number of United States Government publications dealing with careers and schools which are standard reference books in any library. These materials may be found in most if not all libraries, and as more materials become available and the demand becomes evident, more and more libraries are increasing the size of the collection of these materials. Within the last ten years there have grown up numerous alternatives to learning both within and outside the formal educational system. The competition for the learner's dollar has increased. Therefore, it is more and more important to have information provided by those who do not have a monetary stake in the choice. Libraries have traditionally tried to provide bias-free information.

The demand for formal schooling credentials places an increased burden on those for whom the standard schooling methods are inappropriate in terms of location, cost or personal responsabilities. This emphasizes the role of the ubiquitous libraries and their many types of learning resources.

The increase in the variety and quality of information technology is making larger and larger quantities of information available at affordable prices. Most libraries are now in the

process of acquiring computers, while at the same time various commercial organizations are marketing educational and career information systems. Available systems such as DISCOVER or the System of Interactive Guidance and Information (SIGI) or the Guidance Information System all provide an individual with instant access to information of their choosing regarding careers and schools.

By emphasizing libraries as centers for this information, the multiple resources of the library may also be used. To be able to refer people not only to a multitude of hard data books on a subject, but also magazines, newspapers and even autobiographies dealing with the individual's area of interest, i.e. James Harriot for those who want to know more about the life of a veterianarian, provides a depth of learning resources that cannot easily be duplicated.

In the professional development of every librarian, both in the classroom and even more strongly reinforced in the actual working situation, is the necessity of listening to the library patron. What the person is asking for, and what they really want may not be the same. Through judicious questioning it is necessary to determine what will help resolve their real question. Equally these interviewing skills are those which are so critical in helping a person search for a career or a school in which to learn it. Not only is the neutrality mentioned before important here, but also the necessary patience and skill to help the individual think out appropriate search strateties which they can apply to their quest. The

ideal role of the librarian continues to be that of providing the resources and the strategies by which a person can find his own answers.

Perhaps an example would be useful here. When a person asks about becoming a secretary we not only can get the Dictionary of Occupational Titles for a job description, but also the Occupational Outlook Handbook for an overview of the field. Then through the monthly Job Service microfiche, find out what is actually the market for that occupation throughout the United States. Then we can refer the person to the Encyclopedia of Associations for the organizations which deal with that field so that the person may get in contact with others doing that job. Then to the pertinent business magazines to find out what is happening in that field. If the person wants to go to a school, we have information about those. And last but not least in terms of interest, we have practice test books to help them prepare for any test that they might have to take.

In a way it can be looked at that we can provide people with potential resources from the original concept of an idea until its fruition. The emphasis continues to be on the individual and his level of desired involvement. It is up to the trained librarian to determine where to start with each individual, and while attempting not to overwhelm him, make sure that the person knows what choices are available to him.

A perhaps minor point, but one that is important enough to mention, is that libraries provide a positive non-threatening environment for a person seeking information. To the more

sophisticated person this may seem a small point, but for a person whose experiences in a school were not very positive, it is a big point in favor of libraries. It is frequently said that only those who can read will use libraries. I think that most librarians would say yes, but many patrons read just barely. Many are individuals who are people-oriented and want to know less of what a book says but more of who they should contact about a problem.. Libraries normally have that information too.

In sum, libraries are logical places to emphasize as being a main provider regarding educational opportunities and jobs. If one is a pessimist it may be said that the estimate of 40 million working people thinking about changing their present job reflects the drudgery and lack of satisfaction found in many modern jobs. Yet an optimist would say that never before have so many people had the option of even thinking that there would be other jobs to which they could go. In any case it is true that many people both young and old are seeking more information about how they can improve their work life. Libraries, as tradional repositories of all kinds of information, not only has but will continue to provide this information on careers and learning opportunities, as well as having people who are trained in helping patrons learn how to use these information sources.

A James Lyons
November 1980